

MONTANA

21st CENTURY COMMUNITY LEARNING CENTERS



MONITORING AND QUALITY IMPROVEMENT TOOL

Distributed by:



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MONTANA 21st CENTURY COMMUNITY LEARNING CENTERS MONITORING AND QUALITY IMPROVEMENT TOOL

Overview and Purpose

The primary purpose of this monitoring and quality improvement tool is to improve the quality of Montana's 21st Century Community Learning Center (CCLC) programs by helping practitioners take a critical look at their programs against standards of best practice. The willingness to reflect on current practice, to identify opportunities to improve, and to change and grow will contribute to more successful outcomes for programs and participants. The process of improving program quality is an ongoing one, not a one-time event. Ideally, this tool will assist practitioners to embed reflection and continuous improvement into their program operations. The tool also gives structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts.

The document is organized under eight general categories. The first section (Section A) targets compliance with the 21st CCLC grant program. The remaining categories (Section B-H) are organized by areas of practice in afterschool programs.

- A. 21st CCLC Grant Management and Sustainability (Compliance)
- B. Organizational Structure and Management
- C. Staffing and Professional Development
- D. Partnerships
- E. Center Operations
- F. Programming/Activities
- G. Health and Safety
- H. Evaluation/Measuring Outcomes

Section A addresses compliance with the 21st CCLC federal grant program.

- The *Compliance Requirements* in this section are drawn from federal regulations and the federal protocol for monitoring state 21st CCLC programs.
- The *Evidence Examples* column provides guidance about the types of documentation grantees could be able to produce to an external monitoring team to establish compliance with program requirements.

- The *Performance Levels* rating will be used by the monitoring team to identify the status of the grantee's compliance with specific grant requirements:
 - 4 – Compliant: The grantee meets the requirement.
 - 3 – Compliant with recommendations: The grantee meets the requirement; however, the grantee is encouraged to consider recommendations for improvement provided by the monitoring team.
 - 2 – Partially compliant with findings: The grantee does not meet the requirement fully; the grantee must address findings of partial non-compliance in its Quality Improvement Plan (see page 3 below for explanation of process).
 - 1 – Non-compliant with findings: The grantee does not meet the requirement; the grantee must address findings of non-compliance in its Quality Improvement Plan (see page 3 below for explanation of process).

Sections B - H address program quality more broadly.

- Each section includes a list of standards of practice or *Quality Indicators* that drive quality outcomes for programs and the students they serve. These indicators were developed based on current experience, knowledge, and research in the field and the work of other states and organizations that have developed similar monitoring or self-assessment tools.
- The *Evidence Examples* column suggests how practice with regard to a specific quality indicator can be documented. The items included in this column are intended to provide a range of examples and are illustrative, not mandatory. Sites are not expected to produce every item in the column and may produce alternatives to those listed. This column is included in the tool to encourage grantees to make conclusions about program quality that can be documented and are not based on opinion or assumption.
- The *Performance Levels* rating system (1-4) allows the user to assess the current level of competency or mastery of each quality indicator. Programs should work toward achieving an Excelling level in all of the quality indicators within each of the categories.
- The four performance levels are:
 - 4 – Excelling: Exceeds standards through the use of exemplary practices.
 - 3 – Advancing: Meets standard; opportunities exist to refine practices to reach the Excelling level.
 - 2 – Operational: Approaching standard; could use additional focused assistance in this area.
 - 1 – Developing: Standard not met; needs improvement in this area.

The *Priority for Improvement* column encourages the user to consider how pressing is the need for change in practice with regard to a particular indicator. Is immediate action required, or can the issue be addressed satisfactorily over the longer term?

Using this Instrument

This tool is designed to be used in two contexts:

1. The Montana Office of Public Instruction (OPI) will also use this instrument in a monitoring context. The monitoring process will be designed to assure that 21st CCLC grantees in Montana are in compliance with the requirements of that federal grant program. Section A of this document will be used by the OPI to determine compliance with federal 21st CCLC program requirements.
2. Grantees of the Montana 21st CCLC grant program are encouraged to use this instrument as a planning and quality improvement tool in an internal self-assessment process. Completing the self-assessment process will help programs complete the annual progress reports required for continuation funding and prepare for periodic monitoring visits. Sections B-H will also be used in discussions during monitoring visits.

Monitoring

The purposes of monitoring are two-fold: to support ongoing quality improvement and to assure compliance with federal 21st CCLC program requirements. The OPI's monitoring team will use the tool to structure their observations and discussions with grantees. Grantees receiving provisional funding in the grant renewal process, as a result of non-compliance, will be monitored first. If grantees have received more than one grant to operate different programs, all programs will be visited in a single monitoring visit. During the year in which a Montana 21st CCLC grantee is monitored by the OPI, the grantor may submit the Quality Improvement Plan to the OPI in place of the narrative section of the annual Progress Report.

Within 30 days of the visit, the monitoring team will provide the grantee with written findings highlighting program strengths and opportunities for improvement and identifying any issues of noncompliance with requirements of the 21st CCLC grant program. Monitoring team members will be available to discuss the contents of the team's report with program staff by telephone or e-mail and will help program staff identify resources to address quality improvement priorities.

Program staff will have the opportunity to integrate the input of the monitoring team into the program's Quality Improvement Plan. In situations where instances of noncompliance with grant requirements have been identified, programs will be required to submit their Quality Improvement Plan to the state and provide periodic updates on its implementation to ensure compliance issues are addressed in a complete and timely manner. The inability of grantees to cure noncompliance issues will result in reduction or termination of grant funding, in compliance with applicable provisions of the Education Department General Administrative Regulations (EDGAR).

Self-Assessment



Used as a self-assessment tool, in collaboration with other stakeholders, this instrument provides an opportunity for program leaders and key staff to apply a common set of quality indicators to assess, plan, design and implement strategies for ongoing program improvement. This tool incorporates a self-assessment worksheet following each category that provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the self-assessment process, program staff will then integrate, prioritize, and refine the improvement goals identified on these worksheets into the format of the 21st CCLC Quality Improvement Plan. This plan provides a structure to help grantees consider how improvement priorities will be enacted, i.e. through what activities, by whom, using what resources, and on what timeline.

In addition to promoting quality improvement, the self-assessment process provides program partners and collaborators with a common structure for comparing their perceptions and identifying concerns as they work together. The process may help strengthen programs for other funding opportunities. Evaluators may use the tool as a framework for program reviews. The tool also may provide a valuable source of information to new program staff and leadership, orienting them to the program's challenges, strengths, and opportunities.

Resources: To help programs carry out their Quality Improvement Plans, the OPI will develop a Web-based resource bank organized by the same categories as the self-assessment/monitoring instrument. This bank, which is similar to materials given to the new grantees, will offer a range of information including templates, exemplars, forms, samples and links to current research that may be helpful to grantees in carrying out their improvement strategies. Use of these resources will not be mandated by the OPI. Rather, grantees will be encouraged to use only those resources that match the context of their particular programs and adapt the tools provided to meet unique program needs or characteristics. The access to the resource bank will be: <http://www.opi.mt.gov/21Cent/index.html>.

The resource bank is a work in progress. It will be updated regularly to reflect the evolution of practice and research in the afterschool arena. In the near future, the OPI also hopes to include a section in the resource bank that will list 21st CCLC grantees with demonstrated expertise in particular areas of practice that are willing to serve as mentors or resources to other programs. In this way, the OPI hopes to leverage and cultivate the expertise of leaders being developed through the state 21st CCLC program, and promote the development of sustainable roots in funded programs.

Link between Self-Assessment and Monitoring: The OPI strongly recommends that 21st CCLC grantees complete a self-assessment process in advance of their scheduled monitoring visit. This process will help grantees identify program strengths and opportunities for improvement, including any issues of non-compliance, as well as identification and assembly of the documentation they will need to produce for the monitoring visit.

Acknowledgements

The Montana Office of Public Instruction developed this tool using resources developed and generously made available by other states and organizations. The OPI gratefully acknowledges these sources: New York State Afterschool Network's (NYSAN) Program Quality Self Assessment Tool; Harvard Family Research Project's Exploring Quality in After School Programs: Emerging Standards; the C.S. Mott Foundation's Moving Towards Success: Framework for After-School Programs; West Virginia Department of Education's 21st Century Community Learning Centers Program Monitoring Tool; Kentucky State Department of Education's 21st Century Community Learning Centers Monitoring Tool; and Colorado Department of Education's 21st Century Community Learning Centers Program Monitoring and Quality Improvement Tool.

The Monitoring and Quality Assessment Tool was subject to intense scrutiny and input from Sandi Smith, Education Program Representative, and the following 21st CCLC Program Directors: Boys and Girls Club of the Hi-Line, Havre-Tim Brurud, Director; Boys & Girls Club of Yellowstone County, Lockwood-Brian Dennis, Director; Boulder 21st Century Afterschool Program-Mary Ellen Earnhardt, Director; Box Elder 21st Century Afterschool Program-Kevin Barsotti, Director; Centerville LEAP-Peggy Perry, Director; Cut Bank 21st Century Afterschool Program-Janie Taylor, Director; Darby X-TREME Team-Becki Koon, Director; Dixon/Charlo 21st Century Afterschool Program-Mark Faroni, Director; Dutton/Brady 21st Century Afterschool Program-Tedi Bishop, Director; Huntley Project 21st Century Afterschool Program-Mark Branger, Director; Livingston 21st Century Afterschool Program-Julie Hancock, Director; Polson 21st Century Afterschool Program-Chris Ayers and Jenaya Webster, Co-Directors.

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21st CCLC Grant Management and Sustainability

Compliance Requirements	Evidence Examples	Performance Level
A.1. The grantee has identified and is serving eligible students and their families consistent with the original grant application (or approved amendments).	Grant application/progress reports Participant list Registration forms Creating Change (CCI) attendance data Grants Handbook (See addendum) Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.2. The grantee is conducting outreach to eligible participants as described in the original grant application (or approved amendments).	Grant application/progress reports Documentation of outreach activities (e.g. school postings and announcements, press releases, program fliers, informational notices to school staff) Grants Handbook Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.3. The grantee is providing the number of hours of programming described in the original grant application (or approved amendments).	Grant application/progress reports Descriptions of programming Program calendars/schedules CCI course documentation Grants Handbook Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.4. The grantee is implementing the high quality academic and enrichment activities described in the original grant application (or approved amendments).	Grant application/progress reports Research documentation or rationale for program materials CCI course documentation Grants Handbook Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
Notes:		
<div style="text-align: center;">21st CCLC Grant Management and Sustainability (Continued)</div>		

Compliance Requirements	Evidence Examples	Performance Level
A.5. The grantee is implementing the parent/family programming or activities described in the original grant application (or approved amendments).	Grant application/progress reports Descriptions of programming Program calendars/schedules CCI course documentation Grants Handbook Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.6. The grantee is addressing the transportation needs of children as described in the original grant application (or approved amendments).	Grant application/progress reports Transportation logs Notices to parents Needs survey Bus lists Grants Handbook Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.7. The grantee houses the program in a safe and accessible facility.	Written safety policies and procedures (e.g. building security, emergency exit, student pick-up, student health needs, emergency contact, student use of science labs, machinery and other potentially dangerous equipment) Facility inspection records (Fire Dept., Sanitation Dept.) Documentation of accommodations provided to and attendance records of special needs students	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.8. The grantee demonstrates progress toward achieving the goals set out in the original grant application (or approved amendments).	Grant application/progress reports Student demographic and achievement data Descriptions of programming CCI documentation Other program data Grants Handbook	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings

Notes:

21st CCLC Grant Management and Sustainability (Continued)

Compliance Requirements	Evidence Examples	Performance Level
A.9. The grantee has developed a sustainability plan and has made efforts to gain other sources of funding or in-kind resources to maintain the level of program services as grant support decreases in the fifth year.	Sustainability plan Description of resources (e.g. grants, leveraged funds, and documented in-kind donations the program has secured or attempted to secure) List of partnerships Contact log Meeting agendas Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.10. Grantee staff has attended the required state 21st CCLC meetings (Fall Conference and any other designated meetings).	Training registrations Training materials Other: Note – OPI maintains records of attendance at these events.	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.11. The grantee expends 21st CCLC funds appropriately.	Financial summary reports Budget change requests/amendments Requisitions/Purchase Orders/Invoices Time and effort worksheets Federal Grant Control Record (See Addendum) Grants Handbook	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.12. The grantee maintains documentation for materials and equipment purchased with 21st CCLC funds.	Purchase orders/Invoices Inventory list Equipment/materials labeled 21 st CCLC Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.13. The grantee retains grant records a minimum of three years or until any legal action concerning the records is settled.	Grants Handbook Creating Change	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
Notes:		
21st CCLC Grant Management and Sustainability (Continued)		

Compliance Requirements	Evidence Examples	Performance Level
A.14. The grantee maintains appropriate documentation for employees of the grant program.	Staff timesheets Time and effort records Background check and citizenship documents Staff applications Personnel Files Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.15. The grantee uses 21st CCLC funds to supplement rather than to supplant funds from non-federal sources.	Financial/program documents Program funding history Time and effort records Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.165. The program works in genuine collaboration with at least one partner to implement program services.	Partners provide services in accordance with the original grant application (or approved amendments). Agreements/MOUs/contracts Documentation of services/activities Meeting minutes/summaries Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
A.17. The grantee participates as requested in the Creating Change data collection system and the state monitoring and evaluation process in a timely and complete manner. Student records are retained permanently	Completed CCI course/attendance data Completed CCI mid year/year end reports Other:	<input type="checkbox"/> 4 - Compliant <input type="checkbox"/> 3 - Compliant with recommendations <input type="checkbox"/> 2 - Partially compliant with findings <input type="checkbox"/> 1 - Non-compliant with findings
Notes:		

21st CCLC Grant Management and Sustainability

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area of the Program: (Capture broad quality improvement goals identified through this portion of the self-assessment process here. At the conclusion of the self-assessment process, integrate and prioritize the outcomes from across all the program areas into the attached Quality Improvement Plan format.)

B. Organizational Structure and Management

Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
B.1. The organizational structure is well defined and sound. The organization has a program director (site coordinator(s) for multiple sites) to supervise and lead the daily program and personnel.	Organizational chart Organization management materials Program director job description Site coordinator job description Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.2. The organization has developed/adopted written policies and procedures to promote effective management.	Program handbook Written policies/procedures Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.3. The student/staff ratio is appropriate and safe for the specific activity conducted and meets student needs.	Staff rosters Student enrollment data Staff/student attendance logs Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.4. Staff is trained in program policies/procedures. Staff is aware of program goals and can explain the relationship of program activities to those goals.	Training materials Program handbook Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.5. Organization volunteers are recruited, screened, and trained.	Volunteer job descriptions Volunteer training materials Volunteer handbook/policies Background checks on file Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling <input type="checkbox"/> 5 - NA	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.6. Organizational staff communicates with school day staff to support individual student educational development.	Communications structure Meeting schedules/minutes Homework logs Correspondence Teacher and administrator surveys Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

Organizational Structure and Management (Continued)			
Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
B.7. Organizational staff collaborates with school-day personnel regarding use of facilities and resources.	Correspondence Communication logs Facility use schedules Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling <input type="checkbox"/> 5 - NA	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.8. The program director communicates regularly with the school principal and administration.	Correspondence Communication logs Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.9. The organization has the administrative capacity and infrastructure to develop budgets, track expenses, and to collect and maintain program data.	Budget program Tracking system Membership data Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.10. The organization employs a marketing strategy to publicize the program and its achievements within the school(s) and broader community.	Publications PSAs Press releases Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.11. The organization maintains on-going documentation of contributions (in-kind or resources) from the public and partnering agencies.	In-kind contribution list Volunteer log Partner agreements Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
B.12. The organization has an advisory board (that may be comprised of at least one community representative, school staff, partner, parent and student) that is provided information regarding 21st CCLC goals and objectives. This board meets regularly to provide advice/feedback about program policies and /or activities, quality improvement, sustainability and strategic planning.	Recruitment documentation Board membership roster Meeting notices, agenda, minutes Advisory board training Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

B. Organizational Structure and Management

Self-Assessment Worksheet

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area of the Program: (Capture broad quality improvement goals identified through this portion of the self-assessment process here. At the conclusion of the self-assessment process, integrate and prioritize the outcomes from across all the program areas into the attached Quality Improvement Plan format.)

C. Staffing and Professional Development			
Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
C.1. The organizational director and organization staff are highly qualified, motivated, and demonstrate professionalism.	Job descriptions Staff interviews Staff evaluations Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
C.2. The organization selects staff members based on prior experience, qualifications, and where applicable specialized training and/or certification.	Documentation of selection process Staff resumes/applications Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
C.3. The organization completes appropriate fingerprinting and background checks for all staff.	Compliance documentation Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
C.4. Staff has the experience and background to address diverse needs of target population. Staff is sensitive to the culture and language of participants.	Job descriptions Parent/youth interviews Staff observations Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
C.5. Staff has competence in their area of responsibility.	Job descriptions Staff resumes/applications Staff training records Staff observations Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

C. Staffing and Professional Development (Continued)

Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
C.6. The organization assesses training needs of staff and provides relevant training and ongoing professional development experiences to build more effective program practices.	Schedule/description of training and trainers Participant evaluation of training Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
C.7. Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	Staff needs assessment Professional development (PD) plan Agendas from PD opportunities Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
C.8. The organization coordinates staff development activities with those of school and community partners.	Correspondence Training materials Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
C.9. Staff and volunteers are evaluated on a regular basis and given clear feedback for continuous performance improvement.	Staff performance appraisals Staff observations Volunteer rating criteria/format Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
C.10. The organization works to retain quality staff, providing a consistent and stable staffing base for the program.	Compensation plan Benefit package Staff retention/turnover data Exit surveys of staff who leave the organization Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

Staffing and Professional Development

Self-Assessment Worksheet

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area of the Program: (Capture broad quality improvement goals identified through this portion of the self-assessment process here. At the conclusion of the self-assessment process, integrate and prioritize the outcomes from across all the program areas into the attached Quality Improvement Plan format.)

D. Partnerships			
Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
D.1. The organization makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.	Meeting minutes/notes Agreements/MOUs/contracts Presentations Partnership planning worksheet Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
D.2. Organization partners are aware of the program goals and objectives and how their activities support the achievement of those goals.	Agreements/MOUs/contracts Organization handbook/brochure Presentations Meeting minutes/notes Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
D.3. The organization regularly communicates with and seeks input from its partners.	Correspondence Meeting agendas/notes Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
D.4. The organization seeks additional collaborators using a variety of methods to address unmet needs, to expand and enhance services for all students.	Correspondence Partnership planning worksheet Needs/Interest survey Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
D.5. The organization enters formal written agreements with subcontractors when applicable.	Agreements/MOUs/contracts Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

Partnerships

Self-Assessment Worksheet

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area of the Program: (Capture broad quality improvement goals identified through this portion of the self-assessment process here. At the conclusion of the self-assessment process, integrate and prioritize the outcomes from across all the program areas into the attached Quality Improvement Plan format.)

E. Center Operations			
Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
E.1. The organization's hours, activities, schedules, and locations meet the needs of the target population.	Focus group/survey results that identify population needs Registration information Activity logs/schedules Documentation of outreach activities Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
E.2. Organization activities and services are promoted in the targeted schools and community.	Flyers/brochures Press releases Outreach activities Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months <input type="checkbox"/> NA
E.3. Reasonable/cost effective efforts are made to provide transportation to students who need it to participate in programming.	Transportation logs Notices to parents Registration forms Attendance sheets Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months r
E.4. The organization implements retention strategies and maintains a waiting list as needed.	Data on retention/participation Waiting list documentation Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
E.5. The organization has adopted clear standards for student behavior that are applied appropriately and consistently by staff.	Organization handbook Written policies/procedures Staff training materials Incident reports Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

E. Center Operations (Continued)

Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
E.6. The organization effectively communicates standards for student behavior to students and parents.	Student behavior contracts Parent communications/notices Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
E.7. Organization staff uses appropriate techniques to guide the behavior of students.	Staff training materials Staff observations Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
E.8. Organization staff is committed to the development of positive student-adult relationships and serve as positive role models.	Organization handbook Staff training materials Staff performance appraisals Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
E.9. The organization seeks to involve parents in planning the organization's operations and provides activities for families of participating students.	Parent event attendance records Advisory board roster Correspondence Surveys of parents Activity logs Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
E.10. The organization provides regular communication with and outreach to participants' families, including information regarding students' experiences, behavior, and achievements in the program.	Correspondence Translation/assistive materials Event/meeting announcements Activity log Other	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

Center Operations

Self-Assessment Worksheet

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area of the Program: (Capture broad quality improvement goals identified through this portion of the self-assessment process here. At the conclusion of the self-assessment process, integrate and prioritize the outcomes from across all the program areas into the attached Quality Improvement Plan format.)

F. Programming/Activities			
Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
F.1. Organization activities reflect the goals and mission of the program.	Organization policies/handbook Curricular materials/outlines Training materials Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
F.2. The organization provides evidence-based academic support and enrichment activities, aligned with school day curricula and individualized to meet students' needs.	Organization policies/handbook Programming schedule Curricular materials/outlines Training materials Classroom teacher surveys Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
F.3. Organization activities address the physical, social and emotional needs of students by providing a majority of participants with diverse recreational, cultural, and youth development activities.	Organization policies/handbook Curricular materials/outlines Training materials Programming schedule Student surveys Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
F.4. Organization activities are selected based on student needs and interests. Activities are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.	Student needs assessment Programming schedule Teacher surveys Teacher communications Parent/student surveys Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

F. Programming/Activities (Continued)			
Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
F.5. The organization has an appropriate schedule, flow, and duration of activities, including a balance of structured and unstructured time, and time for social connections and community building.	Programming schedule Student surveys Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
F.6. The organization enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.	Programming schedule Curricular materials Number/ types of service projects Student surveys Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
F.7. The organization accommodates students with special needs and encourages their participation in the program within the means of the program.	Documentation of accommodations provided Attendance records of special needs students Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
F.8 The organization engages participants in the development and selection of program activities and the recruitment of others into the program.	Meeting materials/minutes Organization handbook Student surveys Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
F.9. The organization provides a range of opportunities to showcase participants' work.	Artifacts from demonstration or exhibition of student work Events schedules Portfolios Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

Programming/Activities

Self-Assessment Worksheet

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area of the Program: (Capture broad quality improvement goals identified through this portion of the self-assessment process here. At the conclusion of the self-assessment process, integrate and prioritize the outcomes from across all the program areas into the attached Quality Improvement Plan format.)

G. Health and Safety			
Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
G.1. Organization activities occur in spaces that are adequate, appropriate, and safe for the purpose used and are welcoming to young people.	Activity location descriptions Facilities use criteria/policies Inspection records Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.2. The organization has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	Equipment inventories Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.3. The vehicles used for transportation are safely maintained and inspected on a regular basis.	Inspection information Agreements/MOUs/ contracts Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.4. The organization provides daily nutritional snacks during program operation within a sanitary environment and drinking water is readily available. Uses snack reimbursement program when possible.	Snack list Written policies/procedures USDA reimbursement materials Health inspection report Snack reimbursement documentation Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.5. The organization addresses any unique health needs of students that have been identified by the parents and/or the school.	Student records Registration form Accommodation policies Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.6. The organization follows established procedures for authorized student pick-ups and has provided notice of these procedures to staff and families.	Written policies/procedures Telephone logs Attendance records Staff training agendas Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.7. Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	Emergency response plan Organization handbook Emergency cards Student data management	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

G. Health and Safety (Continued)

Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
G.8. The organization has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	Emergency exit plan Inclement weather plan Staff meeting minutes Staff handouts Organization handbook Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.9. The organization conducts all required fire/safety drills.	Record of drills conducted Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.10. If the organization uses the Internet for academic or enrichment activities; the organization avoids transmitting any material in violation of any federal or state regulation via the Internet. This includes, but is not limited, to copyrighted materials and threatening or obscene materials.	Acceptable use policies Blocking software Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.11. The organization has policies and training in place to assure safe and appropriate use of the Internet.	Training materials Training calendar Acceptable use policies Organization handbook	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.12. Staff is trained in first aid and CPR and is familiar with current health, safety, and nutrition standards.	Certifications Training materials Training calendar Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
G.13. The organization has security policies in place.	Written security policies Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

Health and Safety

Self-Assessment Worksheet

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area of the Program: (Capture broad quality improvement goals identified through this portion of the self-assessment process here. At the conclusion of the self-assessment process, integrate and prioritize the outcomes from across all the program areas into the attached Quality Improvement Plan format.)

H. Evaluation/Measuring Outcomes			
Quality Indicator	Evidence Examples	Performance Level	Priority for Improvement
H.1. The organization has adopted and applies an evaluation process to measure program goals and outcomes. This evaluation includes qualitative and quantitative program information and data on participation, performance, and outcomes.	Original grant application Creating Change data School district effectiveness reports Organizational evaluations Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
H.2. The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	Creating Change data Surveys of students, parents, classroom teachers, administrators Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
H.3. The organization uses the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	Progress reports Organization schedule Curricular materials Meeting minutes/notes Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
H.4. Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	Annual report/executive summary Meeting minutes Newsletters/press releases Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
H.5. In addition to evaluation data, the organization collects stories about program impacts on students and their families.	Student/parent stories Mid-year/end of year reports Letters/Essays Photographs Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
H.6. The organization identifies and shares promising practices internally and through afterschool networks.	Correspondence/e-mail lists Annual reports Workshops/presentations Other:	<input type="checkbox"/> 1 - Developing <input type="checkbox"/> 2 - Operational <input type="checkbox"/> 3 - Advancing <input type="checkbox"/> 4 - Excelling	<input type="checkbox"/> Within 3 Months <input type="checkbox"/> 3-12 Months <input type="checkbox"/> 12-24 Months
Notes:			

Evaluation/Measuring Outcomes

Self-Assessment Worksheet

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area of the Program: (Capture broad quality improvement goals identified through this portion of the self-assessment process here. At the conclusion of the self-assessment process, integrate and prioritize the outcomes from across all the program areas into the attached Quality Improvement Plan format.)

Montana 21st Century Community Learning Centers Program Quality Improvement Plan

Grantee _____

Date _____

Improvement Goals(s) <i>What do we hope to accomplish in terms of quality improvement?</i>	Activities/Strategies <i>What strategies will help us reach these goals?</i>	Responsible Person(s) <i>Who is responsible for implementation?</i>	Resources Needed <i>What resources are needed?</i>	Timeline <i>When will the activities be completed?</i>	Evidence of Success <i>How will we know if we succeeded?</i>

21st Community Learning Center Glossary

Asset-Based: An asset-based approach sees youth as resources and agents of change, rather than problems to be fixed or passive consumers of services. Further, the asset-based approach identifies assets and resiliency factors youth need to achieve healthy adulthood, and sets program goals in terms “building assets” rather than “reducing risks.”

Continuity: Activities or programs must display enough support over time to allow the participants to build content mastery. Participants also need access to guidance and support to learn about the real-world applications of the skills they are learning and what they must do to acquire these skills.

Creating Change (CCI): This is a web-based data collection system used to collect demographic and attendance data on all 21st CCLC programs. This is a mandatory data collection.

e-Grants: Web-based grant application system used by the Office of Public Instruction. All 21st CCLC grants are applied for within the e-Grants system. All cash requests are made within this system.

Eligible Participants: Montana 21st CCLC grantees must serve students and the families of students who primarily attend high poverty, low performing schools. This includes Title I school-wide programs or schools that serve a high percentage of students from low-income families (40 percent or higher on free and reduced-priced meals) and are designated as a school:

- in need of improvement under Title I Section 1116,
- on corrective action under Title I Section 1116,
- rated “unsatisfactory” on the Montana School Accountability Report, or
- rated “low” on the Montana School Accountability Report.

Engagement: Engagement refers to elements that allow the participants to develop their interest and motivation over time in creative ways. Engagement can be displayed through a variety of methods (e.g., behavioral, emotional, cognitive, vocational).

Evidence-Based Practices: The U.S. Department of Education’s Institute of Education Services defines evidence-based education as “the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.” Such a definition values the insights and contributions of both practitioners and researchers in the determination of how best to provide educational services.

21st Community Learning Center Glossary (Continued)

Highly Qualified: Pursuant to Montana’s definition of “highly qualified”, adopted in compliance with Section 1119 of the No Child Left Behind Act, Montana teachers meet the definition of “highly qualified” teacher if they are licensed and endorsed in the areas in which they teach.

"Core academic subjects" are English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Learning Points Associates (LPA): This is a web-based data collection system used by the Department of Education. This system is used to report data on all 21st CCLC programs from all states. CCI exports the demographic information collected by individual programs throughout the year into the LPA system.

Montana 21st CCLC Performance Indicators: The Montana Office of Public Instruction has adopted the following performance indicators for the 21st Century Community Learning Centers program. The OPI annually reports to the U.S. Department of Education the state’s progress in attaining these performance indicators, using data from all grantees generated through the federal 21st Century Profile and Performance Information Collection System and the state evaluation process.

Objective 1: Participants in the 21st Century Community Learning Centers (CCLC) program will demonstrate educational and social benefits and exhibit positive behavioral changes.

- 1.1. Achievement Outcomes: Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading/language arts and mathematics as measured by the MontCAS.
- 1.2. Behavior Outcomes: Students participating in the program will show improvements on measures such as school attendance, graduation rate, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental and recreational services.

- 2.1. Core Educational Services: More than 85 percent of centers will offer high quality services in at least one core academic area (e.g. reading/language arts, mathematics and science) taught by highly qualified teachers and paraprofessionals.
- 2.2. Enrichment and Support Services: More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, recreation and services for English Language Learners.
- 2.3. Community Involvement: Centers will establish and maintain partnerships within the community to increase levels of community collaboration.
- 2.4. Services to Parents. More than 85 percent of centers will offer parent education and literacy services to parents of students participating in the centers.
- 2.5. Extended Hours. More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, during summer and holidays.
-

21st Community Learning Center Glossary (Continued)

Partnership: The 21st CCLC program requires grantees to describe a partnership between the district, a community-based organization and other public or private organizations. If the local applicant is a public or private organization, an assurance must be signed indicating that its program was developed and will be carried out in active collaboration with the schools the students attend. Partnerships usually are characterized by a long-term (one year or longer) working relationship between two or more entities. Members of partnerships are often involved in planning and decision making for multiple programs and projects over an extended period of time. All entities within a partnership share costs and contribute resources to the programs or projects. In contrast, collaborations usually are short-term or temporary arrangements between two or more entities to work on specific projects. Collaborating entities may share costs and contribute resources to the specific projects.

Qualitative and Quantitative Evaluation: Quantitative evaluation methods yield numerical data that are typically analyzed using statistical methods. Qualitative evaluation methods yield narrative data – often describing experiences, perceptions, or opinions – that are less easily summarized in numerical form. Content analysis is the most common way of analyzing qualitative data. Qualitative data add detail, depth, and meaning to quantitative data.

Research-based Practices: “Scientifically based research” is defined in section 9101(37) of the No Child Left Behind Act (NCLB) as research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that: (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-conditions or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review. When providing services in core academic areas where scientifically based research has been conducted and is available, such as reading and mathematics, 21st CCLC grantees must employ strategies based on such research.

Supplement not Supplant: Under the federal “supplement not supplant” requirement, 21st CCLC grantees may use grant funds only to supplement and to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources for the education of participating students. In no case may a school district use federal program funds to supplant – take the place of – funds from non-federal sources. Pursuant to guidance from the U.S. Office of Management and Budget

(OMB), U.S. Department of Education auditors are to presume that supplanting has occurred in three cases: (1) the grantee used federal funds to provide services that the grantee was required to make available under other federal, state or local laws, (2) the grantee used federal funds to provide services that it provided with non-federal funds in the prior year, (3) the grantee used federal funds to provide services for participating children that the grantee provided with non-federal funds for nonparticipating children. These presumptions are rebuttable if the grantee can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

Subcontractors: Subcontractors are a type of partner that provides grant-funded activities or services under contract.

21st Community Learning Center Glossary (Continued)

Youth Development: Youth Development is generally defined as the ongoing growth process in which all youth strive to: (1) meet the basic personal and social needs to feel cared for and to be safe, valued, and useful; and (2) build character, skills, and competencies that permit functioning and contribution in daily life. Youth development approaches focus and build on the strengths and assets of young people, rather than concentrating solely on the prevention or treatment of problems. Youth development encourages individuals to actively shape their own development through their choices and perceptions. From a public policy perspective, a youth development approach shifts the focus away from youth problems and categorical youth programs, to a more holistic, positive approach to supporting and engaging all youth in healthy and positive development. A youth development public policy approach, while not ignoring youth problems, is based on the principle that many youth problems are interrelated and can best be addressed through comprehensive and proactive strategies that engage youth in positive ways.

Grants Handbook

Grants Handbook: A handbook kept on-site that contains the following document examples:

- Grant Documents
 - Original grant application
 - Common Assurances
- Fiscal Documents
 - Monthly expenditure printouts
 - Financial summary reports
 - Program funding history
 - Description of resources (e.g. grants, leveraged funds, and documented in-kind donations the program has secured or attempted to secure)
 - Federal Grant Control Record
 - Budget change requests/amendments
 - Requisitions, Purchase Orders, Invoices
 - Documentation for materials and equipment purchased with 21st CCLC funds
- Communication Documents
 - Notices to parents
 - Needs survey
 - Documentation of outreach activities (e.g. school postings and announcements, press releases, program fliers, informational notices to school staff)
- Partnership Documents
 - List of partnerships
 - Contact log
 - Agreements/MOUs/contracts
- Planning Documents
 - Meeting agendas
 - Meeting minutes/summaries
 - Research documentation or rationale for program materials
- Programming Documents
 - Calendars/schedules
 - Documentation of services/activities

- Safety Documents
 - Written safety policies and procedures (e.g. building security, emergency exit, student pick-up, student health needs, emergency contact, student use of science labs, machinery and other potentially dangerous equipment)
 - Facility inspection records (Fire Dept., Sanitation Dept., etc.)
 - Documentation of accommodations provided to and attendance records of special needs students
- Staffing Documentation
 - Background check & citizenship documents
 - Time and effort worksheets
 - Staff application materials
- Transportation Documents
 - Transportation logs
 - Bus lists
 - Vehicle Safety Checks
- Evaluation Documents
 - Monitoring and Quality Assessment Tool

Addendums

Federal/State Grant Control Record

OPI policy requires a central grant file to be maintained for each state and Federal grant. Use this sheet as a cover page for a file for each grant or contracted project. Each grant file should contain this page and Section A-F below.

Grant Name:	Fiscal Year:
Level: (circle one) Elementary High School	
Budget #:	Project Reporter Code:
Revenue Source Code:	Expenditure Program Code:
Authorized Representative:	
Program Director:	
Award / Project #:	County Treasurer #:
Grant Amount:	Grant Period (dates) From: To:
School Fiscal Year:	CFDA #:
Type of Grant (circle one) Federal State Local	
Direct Grant or Flow Thru Grant:	
Carryover Allowed? (circle one) Yes No	Is a Match Required? (circle one) Yes No
Grant Specialist:	Grant Accountant:
Phone:	Phone:
Fax:	Fax:
Address:	Address:

Section A Grant Award

	Date
Proposal/Application	
Grant Award Notice	

Section B Budget

	Date	Date	Date
Budget Submitted			
Revision Submitted			

Section C

	Date	Amount Requested	Annual or Periodical
Cash Request Submitted			
(2 nd request. or amendment)			
(3 rd request or amendment)			
(4 th request or amendment)			

Section D Cash Control / Match Records

Section E Correspondence

Section F Final Evaluation / Close Out Reports

	Date	Amount
Fiscal Report		
Programmatic Report		
Refund Sent?		

21st CCLC Funding Partners Worksheet

Grantee

Identify all potential partners in each category and describe potential contributions to the partnership.

Local Non-Profit Organizations

Potential Contributions

Churches and Faith Communities

Potential Contributions

Schools, Colleges, Universities

Potential Contributions

Civic and Professional Groups

Potential Contributions

Businesses

Potential Contributions

Government Agencies

Potential Contributions

Health Based Organizations

Potential Contributions

Parks and Recreation Departments

Potential Contributions

Bureau of Indian Affairs

Potential Contributions

Libraries, Museums, Education Agencies

Potential Contributions



Grantee _____

Resource Sharing Worksheet

List Your Resource Needs	Organizations	Responsibility Assignments
<ul style="list-style-type: none"> Things you need Skills/services you need 	that may be able to share this resource with our afterschool program	<ul style="list-style-type: none"> Who will follow up? By when?